# IOWA DEPARTMENT OF EDUCATION COMPREHENSIVE EVALUATION SUMMATIVE EVALUATION FORM

## **Comprehensive Evaluation Summative Evaluation Form**

Teacher:Evaluator:	Folde	r #:	_
Cabaal Name:	Folde	I #	<u> </u>
School Name:		<del></del>	
Grade Level: S	ubjects:	Year: 1	2 3
<u>Directions:</u> In the narrative under each standa	ırd, the evaluator should inco	rporate and address each criterio	n.
1. DEMONSTRATES ABILITY TO IMPLEMENTATION OF THE SCH The teacher: a. Provides evidence of student le b. Implements strategies supportir	AOOL DISTRICT'S STUDENT arning to students, families, a	T ACHIEVEMENT GOALS.  and staff.	OR AND
<ul> <li>c. Uses student performance data</li> <li>d. Accepts and demonstrates resp student.</li> </ul>			rning of every
e. Creates an environment of mutuf. Participates in and contributes to	a school culture that focuse	s on improved student learning.	
g. Communicates with students, fa	ımilies, colleagues, and comr	munities effectively and accurately	<b>'.</b>
Evidence to support attainm	nent of or failure to meet	standard:	Circle one:
			Meets Standard
			Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

## 2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard
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☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

### 3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

## 4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard
	<del></del>

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

### 5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard
<del></del>	

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

#### 6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

### 7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the lowa Teaching Standards and district/building student achievement goals.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

## **8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.** The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:	
	Circle one:
	Meets Standard
	Does Not Meet Standard
☐ Additional documentation/artifacts applicable to this standard are attached as Appendi	ix A-8.
<ul> <li>☐ The teacher is a first year Beginning Teacher.</li> <li>☐ The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended license.</li> <li>☐ The teacher fails to meet the Iowa Teaching Standards.</li> </ul>	for a standard
☐ The teacher is being recommended for a third year before a license decision is made.*	
Evaluator's Signature: Date:	
Evaluation Period:, 20 to	
Teacher's Signature: Date:	

<sup>\*</sup>The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2<sup>nd</sup> year teacher. This form will be available in the spring of 2003.